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ABSTRACT

This instrument attempts to determine appropriate roles for teachers in a differentiated staffing pattern and to assess the effectiveness of these roles. Based on the experience of two open-space elementary schools utilizing differentiated staffing, the instrument was developed with ESEA Title III funds by the Mentor Exempted Village School District, assisted by the Center for Competency Based Education at the University of Georgia. Four staff member roles are considered: Master Teacher-Instructional Strategist; Staff Teacher; Assistant-to-the-Teacher; and Intern. The document considers six areas of competency: diagnosis; prescription; implementation; evaluation; learning center management; and learner relations. A number of statements of competence and indicators of competency related to each area of competency are included. (Author/JA)

ED 088852

AN ASSESSMENT SYSTEM UTILIZING TEACHER COMPETENCIES FOR DIFFERENTIATED STAFFING

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COMPETENCY BASED EDUCATION

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PREFACE

Differentiated Staffing implies a staffing hierarchy that assigns tasks, instructional and non-instructional, to various staff members on the basis of role requirements and a hierarchical position. This division of labor provides a staff deployment plan that utilizes teacher time and talent efficiently and effectively.

Job descriptions generally specify the "ought" conditions of performance for certain roles. The analysis of tasks, and the specificity of the competency required to perform those tasks, is the exception rather than the rule in educational organizations. It is felt that Differentiated Staffing, as an organizational concept, requires a clear definition of tasks vis-a-vis role, and specification of the competencies necessary for role performance.

Operationally, the competency statements for the various positions within the Differentiated Staff serves several purposes. First, it becomes an expanded job description to guide the preservice and induction of new staff members. A second purpose is the assessment of competencies through a

process of self-assessment and peer assessment, the final outcome being an improvement in staff performance.

The ideas contained in these pages are the result of the efforts of many individuals, singularly and collectively. The staffs of Orchard Hollow and Lake Schools performed commendably in defining competencies and writing indicators. In its early stages, the total effort was guided by Dr. Robert Hemberger, whose keen interest in the project was a motivating force. Also instrumental in operationalizing the project was Dr. Gilbert Shearron, University of Georgia, who provided the needed expertise in competency writing. Overall direction was provided by Mr. Richard Gardiner, Project Director. Our thanks and appreciation go out to each of the individuals.

Dr. Charles Grottenthaler
Superintendent of Schools

PART ONE

INTRODUCTION

What are appropriate roles for teachers in a differentiated staffing pattern? How can the effectiveness of individuals assigned to these roles be assessed? These two questions are addressed in this publication. The document was developed through funds made available by the Title III Model Teacher Education Differentiated Staff Assessment Project developed by the Mentor Ohio Exempted Village School District with assistance from the Center for Competency Based Education, University of Georgia.

Two elementary schools which use differentiated staffing patterns within an open-space setting were designated program schools. Within these two schools, professional and paraprofessional staff members were employed in a role hierarchy (i.e., Master Teacher-Instructional Strategist, Staff Teacher, Assistant to the Teacher, and Intern). All professional and paraprofessional staff members participated in the evaluation of this objective.

In general both the professional and paraprofessional staff members in the two program schools tended to be

young and enthusiastic. At the same time there was a good mix of mature, experienced staff members. Elements of the staff in both schools were observed on numerous occasions by the Project Evaluator both within and outside the classroom setting. During these observations, staff members exhibited a high level of cohesiveness and enthusiasm for the task at hand, as well as a good degree of rapport. During the administration of the instrument designed to assess competency levels and during the subsequent reporting of results, the staff members exhibited a low level of inhibition in what could be considered a rather threatening environment. This openness evidenced among members of the staff may be due to the effect of the program. In any event, it should be considered a significant characteristic of both professional and paraprofessional staff members.

The attempt to develop appropriate roles and assessment procedures within an ongoing public school program is one of the initial efforts to apply the ideas of Competency Based Teacher Education (CBTE) to an inservice setting. From the beginning the project has focused attention on the need to enhance instructional opportunities for pupils by developing a systematic approach to continual staff growth based on individual as well as differentiated staff needs. One of the operational principles applied to the project has been

that the development of the project should be the concern of those who are to be affected by it. Specifically the project has focused on:

1. The specification of competencies for teachers in a differentiated staffing pattern.

2. The design of assessment procedures to determine what types of staff development activities are necessary to enable the teaching staff to develop and maintain these competencies.

Definition of Terms

Area of Competency: An area of competency is defined as a general area associated with teaching where teachers need to have some skills.

Statement of Competency: A statement of competency is a specific statement of what a teacher needs to know, feel, or be able to do in an instructional setting.

Indicator of Competency: An indicator of competency is a statement of observable behavior.

Negotiation: Negotiation is defined as bargaining to determine the indicators of competency.

Differentiated Staffing: Differentiated Staffing is a plan to deploy staff in positions that are structured differently from traditional roles. It creates a hierarchy within the teaching staff where greater responsibility is assigned to positions at the top of the hierarchy.

Master Teacher-Instructional Strategist: The role of the Master Teacher-Instructional Strategist is perhaps the most significant departure from traditional teacher role expectations and performance. The Master Teacher-Instructional Strategist is conceptualized as a totally professional role, a means of professional advancement without leaving the teaching role.

The Master Teacher-Instructional Strategist is the leader of an instructional team. He directs and coordinates the

activities of professionals and paraprofessionals on the instructional team. The role of team leader positions the Master Teacher-Instructional Strategist as the discussion leader at team meetings, processing team input and arriving at curricular decisions. Among other major role responsibilities are:

1. To design, develop, implement and evaluate instructional programs.

2. To diagnose individual learner needs, to prescribe instructional programs, and to evaluate the effect.

3. To deploy staff members based upon individual strengths and interests.

4. To bring to the instructional setting and cause staff to be aware of current instructional practices and research.

5. To correlate requests for instructional materials with the instructional program.

Staff Teacher: The role dimensions prescribed for the staff teacher are those that normally are found in the job descriptions of certified staff members in Mentor. It may be stated that within the differentiated staffing setting, teachers perform aspects of their role differently, and these differences are an inherent consequence of differentiated staffing. An added dimension is working with and directing the activities of a paraprofessional. The paraprofessional offers the staff teacher greater flexibility in providing diversity within the instructional setting. This relationship is analagous to the physician-nurse relationship in medicine. The team setting offers another variation in the staff teacher role; there is an expectation of cooperation with peers on the team, to participate in team meetings, to provide input for team decisions, and to provide resource to the team in a discipline area. Another aspect of the staff teacher role that is somewhat unique within the differentiated staff is that of teacher educator, i.e., the staff teacher assumes a responsibility for the professional training of interns that goes beyond the traditional student teacher-cooperating teacher relationship.

Assistant to the Teacher: The Assistant to the Teacher is an integral part of the differentiated staff. The basic

requirements for employment are two years of college training, a suitable personality, and an affinity for working with children. The Assistant to the Teacher performs many non-professional tasks that were formerly performed by professional staff members, e.g., attendance, lunch counts, milk money, and other sundry clerical duties. He may also supervise lunchrooms, bus loading, recess, etc. But perhaps the greatest impact of the Assistant to the Teacher comes in the instructional setting as the teacher supplements her work with activities carried out by the Assistant to the Teacher. Reinforcement, remedial and enrichment activities can all be within the realm of implementation by the Assistant to the Teacher. One constraint, of course, is that the paraprofessional does not intrude upon those professional dimensions for which teachers are specially trained.

Intern: The intern holds a position within the differentiated staffing hierarchy that is unique in most school staffing patterns. An intern is a student associated with a college preparatory program leading to certification as a teacher. The position represents a departure from traditional student teaching relationships in the school setting. The intern spends one academic year in the school, assigned to an instructional team. He receives the training in methods courses while at the school, concommitantly sampling the instructional techniques of several professional staff with whom he comes in contact. The professional staff acts as teacher educator.

Model: A model is defined as a representative design or pattern of operation that could be used in similar situations.

Director of Instruction and Research: Instruction and research is expected to exert major influence in the instructional program. The role of the director is expanded beyond that of the traditional elementary school principal, especially in the areas of curriculum development and instructional improvement. Along with the usual duties associated with the position of elementary principal, the Director of Instruction and Research has major responsibility in introducing new concepts to the faculty, translating research into instructional design, determining curricular needs through the interpretation of standardized test results, and assists teachers in diagnosing the learning needs of individual students. In several differentiated staffing organizations a school business manager assumes major responsibility to direct and coordinate non-instructional aspects of the school operation.

Procedures

The development of the statements of competency within the differentiated staffing pattern and the assessment system occurred simultaneously. The model takes into account the hierarchical structure of the Mentor Exempted Village School District and the necessity of administrators and teachers being responsible to the Board of Education.

The model was developed by the faculties at Lake and Orchard Hollow Elementary Schools with all teachers participating. The development was monitored and supervised by a Clearing House Committee made up of representatives from these two schools.

Areas of Competence

The first step in the development of the model was the identification of areas of competence. They are:

1.0 Diagnosis: Diagnosis means assessing the learner's intellectual ability and achievement through standardized tests and teacher devised assessment procedures that may include written, verbal, and observational techniques. The physical, social, and emotional aspects of the learner's growth are also assessed through both standardized and teacher-devised assessment procedures. The purpose of diagnosis is to determine what learning activities are most appropriate for individual learners. Diagnosis involves three tasks:

1. After learner objectives or instructional objectives are specified, decisions must be made about what type of data is necessary in order to ascertain the appropriateness of the instructional objectives and the assessment.

2. After decisions are made about the assessment procedures to be utilized, data are collected and recorded.

3. After data are collected and recorded, they must be summarized and interpreted.

In a differentiated staffing pattern, the tasks above can be assigned according to the level of training of the staff position. Tasks One and Three require specialized skills. Master Teacher-Instructional Strategists are responsible for Task One and share responsibility for Task Three with Staff Teachers. Both professional and nonprofessional team members share in Task Two.

2.0 Prescription: Prescription refers to specifying instructional activities for learners. The prescription should be based on the diagnosis of both individual learners and groups of learners. In the learning sequence, instructional objectives are specified, learners are diagnosed, and the prescriptive process begins. It involves the following tasks:

1. Modification of instructional objectives (both individual and group) based on diagnostic findings.

2. Planning of learning strategies to be employed.

3. Selection of materials to be used.

4. Selection of the physical setting where learning will take place.

5. Assignment of learners to groups and learning tasks.

The prescriptive process is a task that calls for expertise on the part of the staff. Prescription should be the responsibility of the Master Teacher-Instructional Strategist and Staff Teachers. However, in a differentiated staff, it is important for all members to contribute to planning. Therefore the nonprofessionals make their contribution by sharing their knowledge of available resources.

3.0 Implementation: Implementation refers to the carrying out of prescribed learning activities. Successful implementation involves a number of tasks.

1. Skill in instructional techniques.
2. Skill in the use of materials and equipment.
3. Skill in utilizing learner feedback for modifying the prescription.

Implementation involves the total staff. Roles have been defined during the prescriptive phase. Now each professional and nonprofessional is to carry out his role. Staff Teachers and Master Teacher-Instructional Strategists introduce new material. Nonprofessionals are involved in learning activities that reinforce and reteach. Interns are to assume the role of staff teacher at various times during their

internships and should be functioning in that role at the end of their internship.

4.0 Evaluation: Evaluation is used here as the evaluation of learners and the evaluation of the efforts of the differentiated staff in the instructional program. The evaluation tasks involve:

1. The securing of data on learners.
2. Assessing the data.
3. Reporting the results to learners, parents, etc.
4. Utilizing the learner data to assess team efforts.

All team members provide information (data) on learners. The professional staff (Master Teacher-Instructional Strategists and Staff Teachers) assess the data and determine the extent to which learners have achieved or not achieved. The professional staff also reports on learner progress to learners, parents, etc. The evaluation of staff efforts is the responsibility of the Master Teacher-Instructional Strategist. He should utilize this evaluation to plan future uses of staff, space, materials and equipment.

5.0 Learning Center Management: Learning center management refers to the management of the physical environment where learning activities take place. There are several tasks involved in this.

1. Establishing routines for both learners and staff.

2. Assigning responsibilities to both learners and staff.

3. Establishing a climate where learning is likely to take place.

All of the differentiated staff have a part in the management of the learning center. The Master Teacher however, is responsible for seeing that the three tasks outlined above are carried out.

6.0 Team Relations: Team relations refer to the relationship among the members of the differentiated staff. Relationships among staff members are crucial to carrying out any instructional program for learners. All staff members are responsible for developing these relationships. Master Teacher-Instructional Strategists are responsible for setting the conditions under which good team relations are likely to occur.

7.0 Learner Relations: Learner relations refer to the relationships between team members and learners, and to the teams' efforts at developing learners who accept themselves and their peers. Establishing relationships of this type requires a conscious concerted effort on the part of all members.

Statements of Competence: For each area of competency statements of competence were developed that indicated competencies needed by teachers in a differentiated staffing

pattern. These statements form a job description of three levels of teaching within a differentiated staffing pattern. These statements of competence are as follows:

1.00 Diagnosis:

1.10 Intern and Assistant to the Teacher:

1.101 Observes pupils in and out of the instructional setting.

1.102 Scores and corrects learner's assignments.

1.103 Administers and scores selected test under the direction of the professional staff.

1.104 Prepares written information for learner files.

1.105 Works with learners individually to gather specific information as requested by professional staff.

1.20 Staff Teacher:

1.201 Gathers information on learner's academic, health, and family situations.

1.202 Relates to the team the learner's academic history, health problems, and family situation.

1.203 Designs non-standardized diagnostic instruments.

1.204 Administers and interprets appropriate standardized and non-standardized instruments.

1.205 Summarizes and interprets data.

1.206 Specifies instructional objectives.

1.30 Master Teacher-Instructional Strategist:

1.301 Selects standardized assessment procedures for diagnosis.

1.302 Provides leadership to the professional members of the team in selecting and designing appropriate non-standard assessment procedures.

1.303 Provides leadership to the professional members of the team in selecting and writing instructional objectives.

2.00 Prescription:

2.10 Intern and Assistant to the Teacher:

2.101 Keeps team informed of available materials, equipment and other resources.

2.102 Procures materials and equipment as requested by the team.

2.103 Has knowledge of basic curriculum.

2.104 Has knowledge of a variety of reinforcement techniques.

2.20 Staff Teacher:

2.201 Arranges instructional time and space to meet the needs of individual learners.

2.202 Plans for instruction.

2.203 Develops skill continuums for learners.

2.204 Utilizes diagnostic data to identify programs for learners.

2.205 Utilizes diagnostic data to identify programs and learning modes that will meet the needs of learners.

2.30 Master Teacher-Instructional Strategist:

2.301 Suggests spatial organization of Learning Center.

2.302 Directs prescriptive planning activities of team.

2.303 Assigns learners to instructional groups based on available diagnostic data.

2.304 Assigns Staff to instructional tasks according to needs and staff capabilities and interests.

2.305 Specifies procedures and acts as a resource for prescribing learning activities within the team.

2.306 Develops broad programmatic goals in co-operation with the instructional cabinet to be utilized by the team in developing individual prescriptions.

3.00 Implementation:

3.10 Intern and Assistant to the Teacher:

3.101 Assembles and prepares materials.

3.102 Operates audio-visual equipment.

3.103 Reinforces learning activities.

3.104 Carries out lesson plans.

3.105 Discusses social and academic topics.

3.20 Staff Teacher:

3.201 Provides motivational techniques for learning process.

3.202 Introduces new concepts to learners utilizing a variety of instructional strategies.

3.30 Master Teacher-Instructional Strategist:

3.301 Procures materials for implementation.

3.302 Supervises all implementation activities.

4.00 Evaluation:

4.10 Intern and Assistant to the Teacher:

4.101 Provides information to the team about the intellectual, social, emotional, and physical development of those learners with whom they are directly associated.

4.20 Staff Teacher:

4.201 Compiles data on learners.

4.202 Reviews learner progress.

4.203 Compares present and past learner data.

4.204 Assesses the degree to which learner has attained the prescribed objectives.

4.205 Reports learner progress to appropriate parties.

4.30 Master Teacher-Instructional Strategist:

4.301 Specifies evaluation procedures and techniques to be used within the team.

4.302 Evaluates program on the basis of individual learner performance.

4.303 Evaluates program on the basis of program goals.

5.00 Learner Center Management:

5.10 Intern and Assistant to the Teacher:

5.101 Assists in regulating learning environment.

5.102 Assumes responsibilities as assigned by team.

5.103 Assumes supervision of learning activities when the Staff Teacher is temporarily called away from the instructional setting.

5.104 Makes learners aware of expected behavior.

5.105 Reinforces positive learner behavior.

5.106 Responds appropriately to negative behavior.

5.107 Arranges learner seating within their instructional group so that it is conducive to successful learner interaction.

5.20 Staff Teacher:

5.201 Has learners make up work after absences.

5.202 Has conferences with learners who have problems in adapting to learning center routine.

5.203 Schedules non-system conferences.

5.204 Provides plans and schools for substitutes.

5.30 Master Teacher-Instructional Strategist:

5.301 Orients substitutes as to their responsibility.

5.302 Decides on information to be placed in records and files.

5.303 Takes responsibility for materials in the learning center.

5.304 Provides leadership in establishing learning center climate.

5.305 Assesses and utilizes strengths of team members.

6.00 Team Relations:

6.10 Intern, Assistant to the Teacher, Staff Teacher, and Master Teacher-Instructional Strategist:

6.101 Establish positive relationships with all staff members.

6.102 Cooperate with team members.

6.103 Understand their roles and the roles of other team members.

6.104 Contribute ideas and suggestions.

6.20 Staff Teacher: (Included above)

6.30 Master Teacher-Instructional Strategist:

6.301 Provides opportunity for staff input.

6.302 Provides positive, encouraging, and supportive criticism to the team as a result of observations.

6.303 Coordinates inter/intra school communication with the team.

6.304 Maintains an atmosphere of respect.

7.00 Learner Relations:

7.10 Intern and Assistant to the Teacher:

7.101 Develops a positive self-image in learners.

7.102 Listens to, considers, and draws out opinions and ideas of learners.

7.103 Establishes rapport with learners.

7.104 Establishes and maintains learner-peer relationships.

7.20 Staff Teacher:

7.201 Sub-groups learners on the basis of learner relations data.

7.202 Discusses learner's social and emotional development with parents.

7.203 Evaluates learner's past behavior and his present performance.

7.30 Master Teacher-Instructional Strategist:

7.301 Helps team to be sensitive to learner

needs and concerns.

7.302 Is attentive to individual learner's needs and concerns.

Indicators of Competency

The third step in the development of the model was the identification of criteria or indicators of competence. Indicators of competence are statements of observable behavior that provide the basis for assessing each statement of competence. For each statement of competence there are a number of indicators. There are, however, difficulties in establishing the same set of indicators for every staff member. Conditions vary in each instructional situation (pupils, materials, etc.). Therefore the indicators of competence presented in Part III should be considered as representative of the kinds of observable behavior necessary to indicate competency.

PART TWO

THE ASSESSMENT PROCEDURE

The assessment procedure is based on several assumptions. Among these are:

1. The ultimate aim of the assessment system is the development of self assessment skills by all members of the differentiated staff.

2. An assessment system should involve all members of the differentiated staff.

3. An assessment system should attempt to identify needs and provide follow up training based on these needs. The system generally is a diagnostic, prescriptive, evaluative strategy. The Assessment procedures represent the diagnostic and evaluative phases of the strategy.

4. The Mentor Exempted Village School District has a hierarchy of responsibility within its organizational structure. Therefore an assessment system should relate to this structure.

These assumptions give direction for an assessment system with the following characteristics:

1. The areas of competency and statements of competency are to be continually considered and/or revised by the teaching staff.

2. The indicators of competency contained in the assessment instrument are representative of the types of observable behavior identified as being necessary to demonstrate that the individual being assessed has the competency called for in the statement of competency. It is

impossible however to identify all of the indicators of competency, for instructional situations vary. Therefore the individual being assessed will negotiate with those doing the assessment those indicators of competence which he feels might be more appropriate for his situation.

3. There are different levels of competency for any statement of competency. There are those who meet the minimum level of competency, others who are considered competent in the normal instructional setting, and a few who extend the effectiveness of normal competency. Therefore levels of competency should be developed along a continuum. The continuum provides a way to identify staff needs and project developmental activities that address themselves to these needs.

4. Self assessment will receive the major emphasis in the assessment procedure. A staff member with assistance from a person in the differentiated staffing pattern will determine where he is with regards to each competency statement. The staff member will then indicate where he wants to go, developing with assistance, additional indicators of competency. Self assessment will take place periodically.

5. Assessment by peers and superordinates will also be a part of the assessment procedures. Everyone needs to consider how others view his work. While self assessment is the major emphasis, members of the differentiated staff need to consider their perceptions of themselves in contrast to how others see them. This is part of any successful development program.

6. The assessment procedure will allow an individual to receive a composite picture of his teaching (in relation to the competency statements) from himself, his superiors, and his peers.

PART THREE

ASSESSMENT INSTRUMENT AND RATING SCALES

The Assessment Instrument is made up of a series of competency statements developed by the staffs at Lake and Orchard Hollow Elementary Schools. Each competency statement has a number of indicators of competency. These indicators were also developed by the staffs at Orchard Hollow and Lake Schools and were supplemented by the staff of the Competency Based Education Center of the University of Georgia.

The indicators are listed at three levels along a continuum.

1. Level one has indicators that tend to indicate a minimum level of competency for the competency statement.

2. Level three indicators establish some criteria for acceptable performance usually found in normal instructional settings.

3. Level five indicators indicate performances that extend the effectiveness of normal competence.

Using the assessment system will require several steps.

1. Each staff member will make an initial assessment of himself. This can include selecting additional indicators of competency. He will rate himself and record his assessment.

2. Each staff member will with the assistance of a superordinate staff member set goals as to where he would like to move on the continuum for each competency statement. He will record his goals for each competency statement. If at any time the staff member wishes to modify or change his goals he may do this with the consent of the superordinate. For purposes of the assessment system superordinate-subordinate rank are consistent with those assigned by the school district.

   Director of Elementary Education
   Director of Instruction and Research
   Master Teacher-Instructional Strategist
   Staff Teacher
   Assistant to the Teacher
   Intern

3. Each staff member shall do a self assessment to consider his progress every 60 school days. This assessment shall be recorded.

4. Each staff member shall have one of his peers on the team assess his performance on the basis of the competency statements and his projected goals at the same time the staff member does his second self assessment. This will allow the staff member to have someone else's perception of his progress. This assessment shall be recorded.

5. At the end of the school year the superordinate will assess the staff member and together they will consider the progress made during the year. Their joint assessment will be recorded.

The implementation of this process will require that each member of the two faculties have some opportunity to practice the assessment skills needed to use the procedures outlined.

Three rating scales have been established. One scale is for the Assistant to the Teacher and the Intern, one for the Staff Teacher and one for the Master Teacher-Instructional Strategist. The top of each scale has spaces for the date of assessment and the name of the assessor. Space is provided at the top of the scale for the desired level of competence for each competency statement.

The scale has been coded for ease in scoring. Each area of competence has been given a number. The digit to the left of the decimal point refers to the area of competence:

1.00 Diagnosis
2.00 Prescription
3.00 Implementation
4.00 Evaluation
5.00 Learning Center Management
6.00 Team Relations
7.00 Learner Relations

The job categories have also been coded. The first digit to the right of the decimal point identifies the job category:

.1 Assistant to the Teacher and Intern
.2 Staff Teacher
.3 Master Teacher-Instructional Strategist

Each Statement of Competency has also been numbered. The second and third places to the right of the decimal point have been reserved for the Statements of Competency.

This provides for up to 99 Statements of Competency for each job category per area of competence.

The following example will illustrate how the system works. The code to identify will be 1.101. The digit to the left of the decimal point represents the area of competence, which in this case is diagnosis. The first digit to the right of the decimal point represents the job category which is .1 or Assistants to the Teacher or Interns. The 01 in the second and third places to the right of the decimal point represents the number given to the competency statement. It happens to be the first statement in this case. "Observes pupils in and out of the instructional setting." The code of 1.101 is a statement for the Diagnostic Area of Competence for Assistants to the Teacher or Interns. The statement is the first one in the category.

Each area of competence has been given a number, each job category has been given a number and each competency statement has also been given a number. The numbers on the rating scale correspond to the numbers given statements which appear in Part One and Part Two of this document.

It is important to remember that the indicators of competency included in this document have been placed along a continuum. The first level represents minimum competence

and level three represents acceptable performance in normal classroom settings. It should be noted that level two indicators would fall somewhere between the statements given for levels one and three. Level five indicators represent an extension of effectiveness of normal competence. Level four performances would fall somewhere between the indicators of the third and fifth levels.

There are three rating scales. Assistants to the Teacher and Interns use Scale One, Staff Teachers use Scale Two and Master Teacher-Instructional Strategists use Scale Three. During an assessment the assessor will place his name and the date of the assessment at the top of the correct rating scale. The assessor should place his estimate of the level of competence of the staff member in the space corresponding to the correct area of competence and the statement of competence. Space has been provided for the differentiated staff member to place a desired assessment for each competency applying to his job. This is so the differentiated staff member can determine how competent he would like to become in the different areas being rated.

It should be noted that in the area of team relations, everyone on the differentiated staff is expected to

demonstrate the first through the fourth competency. No statement of competency was prepared solely for Staff Teachers in this area.

1.00 AREA OF COMPETENCE: Diagnosis

1.10 POSITION: Intern and Assistant to the Teacher

1.101 STATEMENT OF COMPETENCY: Observes pupils in and out of the instructional setting.

FROM TOWARDS

1.	2.	3.	4.	5.
a. Observes pupils in classroom and in other situations.	a. Reports general observations to the team.	a. Reports specific observations to the team leader.		
b. Uses devices such as checklists to aid in observation.	b. Prepares anecdotal records.			
	c. Prepares written or oral reports of group interaction, individual interaction, and adult-child relationships.			

Others to be negotiated and goals to be determined:

1.00 AREA OF COMPETENCE: Diagnosis

1.10 POSITION: Intern and Assistant to the Teacher

1.102 STATEMENT OF COMPETENCY: Scores and corrects learner's assignments.

FROM TOWARDS

1. 2. 3. 4. 5.

---

a. Corrects and scores assignments and tests.

a. Reports learners results to the team or teacher.

b. Reports learner's need for reteaching to the team or teacher.

a. Makes constructive comments on assignments.

Others to be negotiated and goals to be determined:

1.00 AREA OF COMPETENCE: Diagnosis

1.10 POSITION: Intern and Assistant to the Teacher

1.103 STATEMENT OF COMPETENCY: Administers and scores selected tests under the direction of the professional staff.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Administers and scores prescribed tests under direction or supervision of professional staff.	a. Administers tests under conditions specified by test manuals or by staff.			

Others to be negotiated and goals to be determined:

1.00 AREA OF COMPETENCE: Diagnosis

1.10 POSITION: Intern and Assistant to the Teacher

1.104 STATEMENT OF COMPETENCY: Prepares written information for learner files.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Prepares written information to be used in learner files.		a. Reports to team concerning written learner file information.		

Others to be negotiated and goals to be determined:

1.00 AREA OF COMPETENCE: Diagnosis

1.10 POSITION: Intern and Assistant to the Teacher

1.105 STATEMENT OF COMPETENCY: Works with learners individually to gather specific information as requested by professional staff.

FROM 1.	2.	3.	TOWARDS 4.	5.
a. Works with learners and gathers specific information which the professional requests.	a. Reports general information to the team. b. Prepares written or oral reports on specific learners as requested by the team. c. Records written or oral reports on specific learners as requested by the team.	a. Uses appropriate proceedures and instruments to collect data.		

Others to be negotiated and goals to be determined:

1.00 AREA OF COMPETENCE: Diagnosis

1.20 POSITION: Staff Teacher

1.201 STATEMENT OF COMPETENCY: Gathers information on learner's academic, health, and family situations.

FROM TOWARDS

1. 2. 3. 4. 5.

---

a. Collects information pertaining to learner's academic, health and family backgrounds.

b. Plans time for data gathering activities.

a. Talks with learner's previous teacher.

b. Conducts parent teacher conferences.

c. Makes home visits.

d. Reviews data already available in learner records.

e. Records new data in learner records.

f. Talks with learner.

a. Collects and has available information about learner's environment, values, needs, and socio-economic status.

b. Uses appropriate procedures to gather information.

Others to be negotiated and goals to be determined:

1.00 AREA OF COMPETENCE: Diagnosis

1.20 POSITION: Staff Teacher

1.202 STATEMENT OF COMPETENCY: Relates to the team the learner's academic history, health problems, and family situation.

FROM TOWARDS

1. 2. 3. 4. 5.

---

a. Informs team of information collected regarding learner's academic history, health problems, and family situation.

a. Works with team to determine how this information can be used to provide learner with help where and when needed.

a. Uses information to arrange unique learning experience for the student.

Others to be negotiated and goals to be determined:

1.00 AREA OF COMPETENCE: Diagnosis

1.20 POSITION: Staff Teacher

1.203 STATEMENT OF COMPETENCY: Designs non-standardized diagnostic instruments.

FROM

1.	2.	3.	4.	5. TOWARDS
a. Designs non-standardized tests for the purpose of diagnosis.	a. Develops diagnostic tests based on group objectives. b. Administers diagnostic tests at the beginning of the year. c. Uses diagnostic test results as one source of information for grouping pupils for instruction.	a. Develops diagnostic tests based on group and individual pupil objectives. b. Revises group and individual pupil objectives after studying results of tests. c. Uses appropriate procedures for validating and establishing reliability for test items.		

Others to be negotiated and goals to be determined:

1.00 AREA OF COMPETENCE: Diagnosis

1.20 POSITION: Staff Teacher

1.204 STATEMENT OF COMPETENCY: Administers and interprets appropriate standardized and non-standardized instruments.

FROM TOWARDS

1. 2. 3. 4. 5.

---

a. Administers and interprets test when requested to by central administration.

b. Uses standardized test data for evaluation of individual pupils.

a. Administers standardized tests according to directions in manual.

b. Reads test results for individual pupils.

c. Uses test data to determine the nature of the class.

a. Selects and administers standardized tests when information is needed on individual pupils.

b. Administers tests only under conditions that allow pupils to do their best.

c. Understands and uses terms such as reliability, validity, standard deviation, standard score, national norms, local norms.

d. Knows and uses the variables that can effect individual scores when interpreting test results.

Others to be negotiated and goals to be determined:

1.00 AREA OF COMPETENCE: Diagnosis

1.20 POSITION: Staff Teacher

1.205 STATEMENT OF COMPETENCY: Summarizes and interprets data.

FROM TOWARDS

1. 2. 3. 4. 5.

---

a. Demonstrates competency by summarizing and interpreting data.	a. Identifies learner's learning style. b. Analyzes learner's performance to determine level of mastery.	a. Understands and uses appropriate terminology in interpretation of data.

Others to be negotiated and goals to be determined:

1.00 AREA OF COMPETENCE: Diagnosis

1.20 POSITION: Staff Teacher

1.206 STATEMENT OF COMPETENCY: Specifies instructional objectives.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Prepares instructional objectives in broad general terms.	a. Writes instructional objectives using criteria defined by the team.	a. Writes instructional objectives in terms that can be evaluated either objectively or subjectively. b. Writes objectives that clearly define instructional activities necessary to reach the objective.		

Others to be negotiated and goals to be determined:

1.00 AREA OF COMPETENCE: Diagnosis

1.30 POSITION: Master Teacher-Instructional Strategist

1.301 STATEMENT OF COMPETENCY: Selects standardized assessment procedures for diagnosis.

FROM TOWARDS

1.	2.	3.	4.	5.
a. Selects suitable standardized assessment procedures that may be used in diagnosis.	a. Secures and makes available standardized instruments for diagnosis. b. Prepares written or oral interpretation of results of standardized instruments.		a. Modifies assessment materials if the need arises. b. Determines if procedures fit the need of the team.	

Others to be negotiated and goals to be determined:

1.00 AREA OF COMPETENCE: Diagnosis

1.30 POSITION: Master Teacher-Instructional Strategist

1.302 STATEMENT OF COMPETENCY: Provides leadership to the professional members of the team in selecting and designing appropriate non-standardized assessment procedures.

FROM TOWARDS

1. 2. 3. 4. 5.

---

a. Selects and/or designs appropriate non-standardized assessment procedures to be used by the team.	a. Uses non-standardized assessment procedures in the diagnostic process.	a. Determines if these procedures have proved successful with diagnosis. b. Redesigns procedures that require modification.

Others to be negotiated and goals to be determined:

1.00 AREA OF COMPETENCE: Diagnosis

1.30 POSITION: Master Teacher-Instructional Strategist

1.303 STATEMENT OF COMPETENCY: Provides leadership to the professional members of the team in selecting and writing instructional objectives.

FROM TOWARDS

1. 2. 3. 4. 5.

---

a. Selects and writes instructional objectives to be used by the team.

b. Aids team members in writing their objectives.

a. Develops and writes instructional programs that have been team developed using instructional objectives.

b. Plans for evaluation on the basis of instructional objectives.

a. Plans instruction for classes and individuals based on specified instructional objectives.

b. Plans for evaluation of instructional program based on stated objectives.

Others to be negotiated and goals to be determined:

2.00 AREA OF COMPETENCE: Prescription

2.10 POSITION: Intern and Assistant to the Teacher

2.101 STATEMENT OF COMPETENCY: Keeps team informed of available materials, equipment, and other resources.

FROM TOWARDS

1. 2. 3. 4. 5.

---

a. Informs team members of available materials and other resources.

a. Compiles list of materials and equipment.

b. Keeps inventory of materials and equipment within the building and within the school system.

c. Compiles list of resource people.

d. Compiles list of field trip possibilities.

e. Evaluates materials in terms of their usefulness within the curriculum.

Others to be negotiated and goals to be determined:

2.00 AREA OF COMPETENCE: Prescription

2.10 POSITION: Intern and Assistant to the Teacher

2.102 STATEMENT OF COMPETENCY: Procures materials and equipment as requested by the team.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Obtains supplies and equipment.	a. Obtains textbooks and other resource books. b. Gathers language, math, science, social studies, etc. kits.			a. Anticipates team needs and has material ready for team use.

Others to be negotiated and goals to be determined:

2.00 AREA OF COMPETENCE: Prescription

2.10 POSITION: Intern and Assistant to the Teacher

2.103 STATEMENT OF COMPETENCY: Has knowledge of basic curriculum.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Knows general information regarding basic curriculum.	a. Can describe scope and sequence of curriculum.			a. Can aid in planning activities related to curriculum.

Others to be negotiated and goals to be determined:

2.00 AREA OF COMPETENCE: Prescription

2.10 POSITION: Intern and Assistant to the Teacher

2.104 STATEMENT OF COMPETENCY: Has knowledge of a variety of reinforcement techniques.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Knows that a variety of reinforcement techniques exist.	a. Demonstrates ability to use flash cards, flannel boards, charts, chalkboards, etc. b. Demonstrates ability to carry on group discussions. c. Demonstrates ability to carry on tutorial or small group work.	a. Uses reinforcement techniques with individual learners and with small groups.		

Others to be negotiated and goals to be determined:

2.00 AREA OF COMPETENCE: Prescription

2.20 POSITION: Staff Teacher

2.201 STATEMENT OF COMPETENCY: Arranges instructional time and space to meet the needs of individual learners.

FROM

TOWARDS

1. 2. 3. 4. 5.

---

a. Makes up schedules for instructional time and space that will meet the needs of individual learners.

a. Bases learner schedules on diagnostic data.

b. Plans for alternate grouping patterns.

c. Allows flexibility according to situation.

a. Modifies existing schedules to better serve learners.

Others to be negotiated and goals to be determined:

2.00 AREA OF COMPETENCE: Prescription

2.20 POSITION: Staff Teacher

2.202 STATEMENT OF COMPETENCY: Plans for instruction

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Plans for instructions based on goals and objectives.	a. Deploys adult personnel in instructional groups. b. Sets up organization for paired learning and learner tutors. c. Prepares precise objectives, procedures, and reinforcement techniques to be used with learners. d. Prepares plans for enriching the curriculum. e. Has written plans available.	a. Plans for instruction for class and for individuals based on specified objectives. b. Plans for use of resources and materials necessary to achieve specified objectives.		

Others to be negotiated and goals to be determined:

2.00 AREA OF COMPETENCE: Prescription

2.20 POSITION: Staff Teacher

2.203 STATEMENT OF COMPETENCY: Develops skill continuums for learners.

FROM TOWARDS

1.	2.	3.	4.	5.
a. Makes skill continuums to be used with learners.	a. Has available skill continuums for specific concepts. b. Has available skill continuums for mastery of basic skill areas (i.e., reading, mathematics).		a. Develops continuums for affective areas.	

Others to be negotiated and goals to be determined:

2.00 AREA OF COMPETENCE: Prescription

2.20 POSITION: Staff Teacher

2.204 STATEMENT OF COMPETENCY: Utilizes diagnostic data to identify programs and learning modes that will meet the needs of learners.

FROM TOWARDS

1. 2. 3. 4. 5.

---

a. Uses diagnostic data to identify programs that will meet the needs of the learner.

a. Plans and justifies individual learner programs on the basis of diagnostic results.

b. Forms instructional groups on the basis of diagnostic data.

c. Considers alternate programs before program decisions are made.

a. Uses data from diagnosis to develop programs for the development of basic intellectual skills.

b. Uses data for program development in areas of interest, developing specified affective, social, and emotional skills.

Others to be negotiated and goals to be determined:

2.00 AREA OF COMPETENCE: Prescription

2.30 POSITION: Master Teacher-Instructional Strategist

2.301 STATEMENT OF COMPETENCY: Suggests spatial organization of Learning Center.

FROM TOWARDS

1.	2.	3.	4.	5.
a. Makes suggestions to the team regarding the spatial organization of the learning center.		a. Assigns space for instructional activities after conferring with team. b. Keeps physical surroundings flexible to enhance possible changes.		a. Evaluates spatial organization to ensure environment is conducive to learning.

Others to be negotiated and goals to be determined:

2.00 AREA OF COMPETENCE: Prescription

2.30 POSITION: Master Teacher-Instructional Strategist

2.302 STATEMENT OF COMPETENCY: Directs prescriptive planning activities of the team.

FROM

1.	2.	3.	4.	5. TOWARDS
a. Directs the prescriptive planning activities of the team.	a. Arranges available time for planning. b. Has team plans available showing total involvement of team.			a. Tries new procedures to facilitate planning. b. Asks other team members for evaluations and suggestions regarding planning.

Others to be negotiated and goals to be determined:

2.00 AREA OF COMPETENCE: Prescription

2.30 POSITION: Master Teacher-Instructional Strategist

2.303 STATEMENT OF COMPETENCY: Assigns learners to instructional groups based on available diagnostic data.

FROM TOWARDS

1. 2. 3. 4. 5.

---

a. Establishes instructional groups according to available data.

a. Correlates and charts available diagnostic data.

b. Assigns learners to instructional groups.

a. Uses available data from tests to group pupils for the development of basic intellectual skills.

b. Uses data for grouping of learners in areas of interest developing specified affective, social, and emotional skills.

Others to be negotiated and goals to be determined:

2.00 AREA OF COMPETENCE: Prescription

2.30 POSITION: Master Teacher-Instructional Strategist

2.304 STATEMENT OF COMPETENCY: Assigns staff to instructional tasks according to needs and staff capabilities and interests.

FROM

TOWARDS

1. 2. 3. 4. 5.

---

a. Assigns instructional tasks to staff considering the learner's needs and staff interests and capabilities.

a. Correlates learner needs and staff capabilities.

b. Assigns instructional tasks to each staff member.

a. Keeps in contact with staff to ensure that instructional needs and staff interests and capabilities are compatible.

b. Makes modifications in assignments if necessary.

Others to be negotiated and goals to be determined:

2.00 AREA OF COMPETENCE: Prescription

2.30 POSITION: Master Teacher-Instructional Strategist

2.305 STATEMENT OF COMPETENCY: Specifies procedures and acts as a resource for prescribing learning activities within the team.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Develops procedures to be used to prescribe learning activities.	a. Has a set procedure for using diagnostic data to prescribe learning procedure. b. Has a procedure for utilizing the team in prescribing learning activities.			a. Develops alternative procedures to existing ones.

Others to be negotiated and goals to be determined:

2.00 AREA OF COMPETENCE: Prescription

2.30 POSITION: Master Teacher-Instructional Strategist

2.306 STATEMENT OF COMPETENCY: Develops broad programmatic goals in cooperation with the instructional cabinet to be utilized by the team in developing individual prescriptions.

FROM TOWARDS

1. 2. 3. 4. 5.

---

a. Develops programmatic goals that consider goals and objectives.	a. Prepares written program goals and makes them available to the team.	a. Develops methods to aid in the achievement of goals.
b. Works with instructional cabinet.	b. Provides input to individual team members in preparing plans and objectives.	

Others to be negotiated and goals to be determined:

3.00 AREA OF COMPETENCE: Implementation

3.10 POSITION: Intern and Assistant to the Teacher

3.101 STATEMENT OF COMPETENCY: Assembles and prepares materials.

FROM TOWARDS

1. 2. 3. 4. 5.

---

a. Knows how to use and prepare materials when requested by the team.

a. Produces learning materials such as transparencies, games, etc.

b. Prepares and runs off ditto sheets.

c. Designs and decorates bulletin boards.

a. Prepares original materials to be used by the team.

Others to be negotiated and goals to be determined:

3.00 AREA OF COMPETENCE: Implementation

3.10 POSITION: Intern and Assistant to the Teacher

3.102 STATEMENT OF COMPETENCY: Operates audio-visual equipment.

FROM TOWARDS

1.	2.	3.	4.	5.
a. Learns the operation of audio-visual equipment to comply with requests made by team members.	a. Operates properly equipment such as 16mm projector, cassette, and reel to reel tape recorders, overhead projector, etc.			a. Maintains audio-visual equipment.

Others to be negotiated and goals to be determined:

3.00 AREA OF COMPETENCE: Implementation

3.10 POSITION: Intern and Assistant to the Teacher

3.103 STATEMENT OF COMPETENCY: Reinforces learning activities.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Learns the operations of reinforcement learning activities.	a. Utilizes techniques such as flash cards, chalkboard, and instructional games to practice learning already acquired.			a. Makes children successful in these activities.

Others to be negotiated and goals to be determined:

3.00 AREA OF COMPETENCE: Implementation

3.10 POSITION: Intern and Assistant to the Teacher

3.104 STATEMENT OF COMPETENCY: Carries out lesson plans.

FROM TOWARDS

1. 2. 3. 4. 5.

---

a. Carries out lesson plans under direction of staff.

a. Demonstrates flexibility by interpreting feedback from learners.

b. Carries out lesson objectives.

c. Utilizes selected materials and resources.

d. Utilizes a variety of teaching techniques such as group discussions, instructional games, chalkboard, written work, oral reading, flash cards, book clubs.

e. Utilizes time and assigned space effectively.

f. Guides learners in finding enrichment and project materials.

a. Demonstrates ability to quickly adapt materials to the situation.

Others to be negotiated and goals to be determined:

3.00 AREA OF COMPETENCE: Implementation

3.10 POSITION: Intern and Assistant to the Teacher

3.105 STATEMENT OF COMPETENCY: Discusses social and academic topics.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Carries on discussions on social and academic topics.	a. Utilizes learner questions and interests to discuss issues.	a. Teacher and student determine tasks from discussions.		

Others to be negotiated and goals to be determined:

3.00 AREA OF COMPETENCE: Implementation

3.20 POSITION: Staff Teacher

3.201 STATEMENT OF COMPETENCY: Provides motivational techniques for learning processes.

FROM TOWARDS

1.	2.	3.	4.	5.
a. Aids learning by utilizing motivational techniques.	a. Observes involvement of learners. b. Utilizes a variety of instructional techniques.			a. Promotes open communication between learners and themselves.

Others to be negotiated and goals to be determined:

3.00 AREA OF COMPETENCE: Implementation

3.20 POSITION: Staff Teacher

3.202 STATEMENT OF COMPETENCY: Introduces new concepts to learners utilizing a variety of instructional strategies.

FROM TOWARDS

1. 2. 3. 4. 5.

---

a. Locates new techniques in the classroom to provide learners within a variety of instructional strategies.

a. Develops the techniques to be used in a particular learner situation.

a. Guides students from material that is known to new knowledge.

b. Involves students in the learning process.

Others to be negotiated and goals to be determined:

3.00 AREA OF COMPETENCE: Implementation

3.30 POSITION: Master Teacher-Instructional Strategist

3.301 STATEMENT OF COMPETENCY: Procures materials for implementation.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Orders supplies and materials for team use.	a. Secures available materials for implementation.	a. Develops materials for implementation. b. Assesses values of materials being implemented.		

Others to be negotiated and goals to be determined:

3.00 AREA OF COMPETENCE: Implementation

3.30 POSITION: Master Teacher-Instructional Strategist

3.302 STATEMENT OF COMPETENCY: Supervises all implementation activities.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Observes implementation activities.	a. Verifies that prescriptions are being properly carried out.			a. Develops new methods of implementation.

Others to be negotiated and goals to be determined:

4.00 AREA OF COMPETENCE: Evaluation

4.10 POSITION: Intern and Assistant to the Teacher

4.101 STATEMENT OF COMPETENCY: Provides information to the team about the intellectual, social, emotional, and physical development of those learners with whom they are directly associated.

FROM TOWARDS

1. 2. 3. 4. 5.

---

a. Identifies development of learners with whom they are associated.	a. Gives information to the team based on observations, written work, and opinion.	a. Responds to learners nonverbal clues and can report on these.

Others to be negotiated and goals to be determined:

4.00 AREA OF COMPETENCE: Evaluation

4.20 POSITION: Staff Teacher

4.201 STATEMENT OF COMPETENCY: Compiles data on learners.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Collects information on learners.	a. Uses post-tests, observations, conferences, and records of learners.	a. Develops alternative methods of data collection.		

Others to be negotiated and goals to be determined:

4.00 AREA OF COMPETENCE: Evaluation

4.20 POSITION: Staff Teacher

4.202 STATEMENT OF COMPETENCY: Reviews learner progress.

FROM TOWARDS

1. 2. 3. 4. 5.

---

a. Reviews progress of learners by checking available data.	a. Has data available such as anecdotal records, permanent records, current work samples, conferences, reports, report cards, psychological reports, recorded scores, diagnostic results, observation reports, learner conference reports, opinions of supportive personnel, and team reports.	a. Is selective in use of data.

Others to be negotiated and goals to be determined:

4.00 AREA OF COMPETENCE: Evaluation

4.20 POSITION: Staff Teacher

4.203 STATEMENT OF COMPETENCY: Compares present and past learner data.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Obtains past and present learner data.	a. Compares learner's current progress with his progress in the past.	a. Determines learner's rate of progress to identify possible problems.		

Others to be negotiated and goals to be determined:

4.00 AREA OF COMPETENCE: Evaluation

4.20 POSITION: Staff Teacher

4.204 STATEMENT OF COMPETENCY: Assesses the degree to which learner has attained the prescribed objectives.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Determines learner progress.	a. Compares individual learner objectives with learner attainment. b. Compares the performance of learners on specified objectives with the other data available.			a. Determines if learner has achieved at a level compatible with ability.

Others to be negotiated and goals to be determined:

4.00 AREA OF COMPETENCE: Evaluation

4.20 POSITION: Staff Teacher

4.205 STATEMENT OF COMPETENCY: Reports learner progress to appropriate parties.

FROM TOWARDS

1.	2.	3.	4.	5.
a. Notifies other staff members of learner's achievement and progress.	a. Prepares written reports of learner's progress (report cards, etc.). b. Holds conferences with learners and/or parents to report progress. c. Holds conferences with supportive personnel to report progress.	a. Discusses learner's progress with staff.		

Others to be negotiated and goals to be determined:

4.00 AREA OF COMPETENCE: Evaluation

4.30 POSITION: Master Teacher-Instructional Strategist

4.301 STATEMENT OF COMPETENCY: Specifies evaluation procedures and techniques to be used within the team.

FROM TOWARDS

1. 2. 3. 4. 5.

---

a. Designs procedures which will be used by the team for evaluation.	a. Has available a written procedure for evaluating learners within the team.	a. Develops procedures based on team objectives.

Others to be negotiated and goals to be determined:

4.00 AREA OF COMPETENCE: Evaluation

4.30 POSITION: Master Teacher-Instructional Strategist

4.302 STATEMENT OF COMPETENCY: Evaluates program on the basis of individual learner performance.

FROM TOWARDS

1. 2. 3. 4. 5.

---

a. Uses individual learner data to determine performance.

a. Assesses the degree to which learners have attained specified objectives.

b. Attempts to ascertain why certain learners have not achieved specified objectives.

a. Uses individual learner's performance data to determine success of program.

b. Recommends changes in program where data indicates change is required.

Others to be negotiated and goals to be determined:

4.00 AREA OF COMPETENCE: Evaluation

4.30 POSITION: Master Teacher-Instructional Strategist

4.303 STATEMENT OF COMPETENCY: Evaluates program on the basis of program goals.

FROM TOWARDS

1. 2. 3. 4. 5.

---

a. Compares learner's progress with expectations for learners.

a. Considers the degree to which each program goal has been met.

b. Is prepared to inform the principal when requested on the degree to which program goals are being met.

a. Determines success or failure of program using predetermined criteria.

b. Determines necessary revisions to program.

Others to be negotiated and goals to be determined:

5.00 AREA OF COMPETENCE — Learning Center Management

5.10 POSITION: — Intern and Assistant to the Teacher

5.101 STATEMENT OF COMPETENCY: — Assists in regulating learning environment.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Works with staff to provide conditions conducive to learning.	a. Directs learners through their daily routines. b. Reinforces learning center rules and regulations.			a. Encourages learners in directing themselves through task completion.

Others to be negotiated and goals to be determined:

5.00 AREA OF COMPETENCE: Learning Center Management

5.10 POSITION: Intern and Assistant to the Teacher

5.102 STATEMENT OF COMPETENCY: Assumes responsibilities as assigned by team.

FROM TOWARDS

1. 2. 3. 4. 5.

---

a. Does assigned tasks.

a. Completes assigned housekeeping duties.

b. Carries out assigned instructional activities.

c. Carries out supervisory duties such as morning duty, bus duty, rest room duty, and taking sick or injured students to the clinic.

d. Carries out clerical duties such as collecting money, taking attendance, securing notes from home, recording information in permanent files.

Others to be negotiated and goals to be determined:

5.00 AREA OF COMPETENCE: Learning Center Management

5.10 POSITION: Intern and Assistant to the Teacher

5.103 STATEMENT OF COMPETENCY: Assures supervision of learning acitvities when the staff teacher is temporarily away from the instructional setting.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Takes responsibility for learning activities during temporary absence of staff teacher.	a. Carries out activities outlined by the professional staff.			a. Carries out outlined activities and is able to assist students.

Others to be negotiated and goals to be determined:

5.00 AREA OF COMPETENCE: Learning Center Management

5.10 POSITION: Intern and Assistant to the Teacher

5.104 STATEMENT OF COMPETENCY: Makes learners aware of learning center procedures.

FROM TOWARDS

1.	2.	3.	4.	5.
a. Knows the procedures of the learning center.	a. Explains and reminds learners of expected behavior.	a. Observes learners in action and clarifies procedures.		

Others to be negotiated and goals to be determined:

5.00 AREA OF COMPETENCE: Learning Center Management

5.10 POSITION: Intern and Assistant to the Teacher

5.105 STATEMENT OF COMPETENCY: Reinforces positive learner behavior.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Knows how to reinforce positive behavior on learners.	a. Commends learners either verbally or nonverbally for positive behavior.			a. Develops own ways of reinforcing student behavior.

Others to be negotiated and goals to be determined:

5.00 AREA OF COMPETENCE: Learning Center Management

5.10 POSITION: Intern and Assistant to the Teacher

5.106 STATEMENT OF COMPETENCY: Responds appropriately to negative behavior.

FROM			TOWARDS	
1.	2.	3.	4.	5.
a. Knows a variety of responses to negative behavior.	a. Monitors behavior of learners. b. Follows through with established and appropriate responses to learner behavior wher expectations are not met.		a. Develops own ways of responding to negative behavior.	

Others to be negotiated and goals to be determined:

5.00 AREA OF COMPETENCE: Learning Center Management

5.10 POSITION: Intern and Assistant to the Teacher

5.107 STATEMENT OF COMPETENCY: Arranges learner seating within their instructional groups so that it is conducive to successful learner interaction.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Knows a variety of ways of arranging a classroom.	a. Changes seating patterns as instructional efforts require.	a. Develops seating to facilitate peer teaching.		

Others to be negotiated and goals to be determined:

5.00 AREA OF COMPETENCE: Learning Center Management

5.20 POSITION: Staff Teacher

5.201 STATEMENT OF COMPETENCY: Has learners make up work after absences.

FROM TOWARDS

1.	2.	3.	4.	5.
a. Assigns make-up work to learners.	a. Keeps records of learner make-up work.	a. Determines need for more make-up exercises.		

Others to be negotiated and goals to be determined:

5.00 AREA OF COMPETENCE: Learning Center Management

5.20 POSITION: Staff Teacher

5.202 STATEMENT OF COMPETENCY: Has conference with learners who have problems in adapting to learning center routines.

FROM TOWARDS

1. 2. 3. 4. 5.

---

a. Knows problems that learners have in adapting to routines.

a. Records results of conferences for learner file.

a. Uses a variety of procedures to try to prevent confusion and misunderstanding.

Others to be negotiated and goals to be determined:

5.00 AREA OF COMPETENCE: Learning Center Management

5.20 POSITION: Staff Teacher

5.203 STATEMENT OF COMPETENCY: Schedules non-system conferences.

FROM TOWARDS

1. 2. 3. 4. 5.

---

a. Arranges and schedules non-system conferences.

a. Records results of conferences and makes them available to the team for utilization.

Others to be negotiated and goals to be determined:

5.00 AREA OF COMPETENCE: Learning Center Management

5.20 POSITION: Staff Teacher

5.204 STATEMENT OF COMPETENCY: Provides plans and schedules for substitutes.

FROM				TOWARDS
1.	2.	3.	4.	5.
		a. Plans and schedules are available for substitutes.		a. Provides implementation procedures in plans and provides alternate plans.

Others to be negotiated and goals to be determined:

5.00 AREA OF COMPETENCE: Learning Center Management

5.30 POSITION: Master Teacher-Instructional Strategist

5.301 STATEMENT OF COMPETENCY: Orients substitutes as to their responsibilities.

FROM TOWARDS

1. 2. 3. 4. 5.

---

a. Duties and responsibilities are communicated to substitutes.

Others to be negotiated and goals to be determined:

5.00 AREA OF COMPETENCE: Learning Center Management

5.30 POSITION: Master Teacher-Instructional Strategist

5.302 STATEMENT OF COMPETENCY: Decides on information to be placed in records and files.

FROM

1. a. Keeps a variety of information on each learner.

TOWARDS

2. a. Furnishes team with a verbal or written list of information to be kept on file.

3. a. Evaluates files periodically and eliminates information no longer of value.

4.

5.

Others to be negotiated and goals to be determined:

5.00 AREA OF COMPETENCE: Learning Center Management

5.30 POSITION: Master Teacher-Instructional Strategist

5.303 STATEMENT OF COMPETENCY: Takes responsibility for materials in the learning center.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Is aware of materials available to the team.	a. Confers with team about needed materials. b. Files requests for new and/or additional materials. c. Provides for the organization of available storage space so that materials are easily accessible to team members.	a. Arranges for better utilization of present material.		

Others to be negotiated and goals to be determined:

5.00 AREA OF COMPETENCE: Learning Center Management

5.30 POSITION: Master Teacher-Instructional Strategist

5.304 STATEMENT OF COMPETENCY: Provides leadership in establishing learning center climate.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Develops a set of expectancies for the learning center.	a. Expectations of team are set and communicated. b. Expectations of Master Teacher-Instructional Strategist are set and communicated. c. Makes time available so that team members may discuss management problems. d. Consults with team members as group and as individuals. e. Consults with principal.			a. Utilizes feedback to make necessary changes in learning center climate.

Others to be negotiated and goals to be determined:

5.00 AREA OF COMPETENCE: Learning Center Management

5.30 POSITION: Master Teacher-Instructional Strategist

5.305 STATEMENT OF COMPETENCY: Assesses and utilizes strengths of team members.

FROM TOWARDS

1.	2.	3.	4.	5.
a. Learns the strength of team members.		a. Assigns team members management tasks. b. Provides verbal or written lists of duties for each team member.		a. Develops a procedure for monitoring the performance of staff members.

Others to be negotiated and goals to be determined:

6.00 AREA OF COMPETENCE: Team Relations

6.10 POSITIONS: Intern, Assistant to the Teacher, Staff Teacher and Master Teacher-Instructional Strategist

6.101 STATEMENT OF COMPETENCY: Establishes positive relationships with all staff members.

FROM TOWARDS

1.	2.	3.	4.	5.
a. Becomes acquainted with other staff members.	a. Respects other staff members as evidenced by willingness to listen and accept consensus decisions.		a. Accepts feelings of staff members as meaningful. b. Attempts to reduce any anxiety and attempts to make staff feel secure.	

Others to be negotiated and goals to be determined:

6.00 AREA OF COMPETENCE: Team Relations

6.10 POSITIONS: Assistant to the Teacher, Staff Teacher and Master Teacher-Instructional Strategist

6.102 STATEMENT OF COMPETENCY: Cooperates with team members.

FROM TOWARDS

1.	2.	3.	4.	5.
a. Works with other team members. b. Attends team meetings.		a. Carries out plans and responsibilities. b. Shares materials and ideas. c. Offers and accepts constructive criticism. d. Shows consideration for team members. e. Is sensitive to the personal needs of team members. f. Uses democratic principles when dealing with team members. g. Is rational in handling problems.		a. Shows concern for individual team members by going to them with team related problems.

h. Consults with team members to solve problems.

i. Shows understanding of the responsibilities and appreciation of the achievement of other staff members.

Others to be negotiated and goals to be determined:

6.00 AREA OF COMPETENCE: Team Relations

6.10 POSITIONS: Intern, Assistant to the Teacher, Staff Teacher and Master Teacher-Instructional Strategist

6.103 STATEMENT OF COMPETENCY: Understands his role and role of other team members.

FROM TOWARDS

1.	2.	3.	4.	5.
a. Understands his role and can relate it to the team effort.	a. Can verbalize his role and the role of other team members.	a. Suggests way of being a more efficient team member.		

Others to be negotiated and goals to be determined:

6.00 AREA OF COMPETENCE: Team Relations

6.10 POSITIONS: Intern, Assistant to the Teacher, Staff Teacher and Master Teacher-Instructional Strategist

6.104 STATEMENT OF COMPETENCY: Contributes ideas and suggestions.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Thinks of ideas and suggestions to improve the team.	a. Makes verbal or written contributions to the team.			a. Demonstrates to team how the idea or suggestion would benefit the team.

Others to be negotiated and goals to be determined:

6.00 AREA OF COMPETENCE: Team Relations

6.30 POSITION: Master Teacher-Instructional Strategist

6.301 STATEMENT OF COMPETENCY: Provides opportunity for staff input.

FROM TOWARDS

1. 2. 3. 4. 5.

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a. Plans for staff input.	a. Provides time on the team meeting agenda for staff concerns.	a. Schedules time to hear staff as a group or on an individual basis.

Others to be negotiated and goals to be determined:

6.00 AREA OF COMPETENCE: Team Relations

6.30 POSITION: Master Teacher-Instructional Strategist

6.302 STATEMENT OF COMPETENCY: Provides positive, encouraging and supportive criticism to the team as a result of observations.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Observes the team in operation.	a. Discusses observations with team members individually and collectively.	a. Uses observations as a basis to improve team in a constructive manner.		

Others to be negotiated and goals to be determined:

6.00 AREA OF COMPETENCE: Team Relations

6.30 POSITION: Master Teacher-Instructional Strategist

6.303 STATEMENT OF COMPETENCY: Coordinates inter/intra school communication with the team.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Provides for two way team communication.	a. Communicates team concerns and needs to instructional cabinet and supportive staff. b. Communicates instructional cabinet decisions and concerns of supportive staff to the teacher.			a. Develops channels for more meaningful team communication.

Others to be negotiated and goals to be determined:

6.00 AREA OF COMPETENCE: Team Relations

6.30 POSITION: Master Teacher-Instructional Strategist

6.304 STATEMENT OF COMPETENCY: Maintains an atmosphere of respect.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Recognizes differences among staff members.		a. Commends team members when successful. b. Solicits ideas from team members. c. Resolves differences and conflicts between team members.		a. Promotes feedback to staff so they know someone listens to them.

Others to be negotiated and goals to be determined:

7.00 AREA OF COMPETENCE: Learner Relations

7.10 POSITION: Intern and Assistant to the Teacher

7.101 STATEMENT OF COMPETENCY: Develops a positive self-image in learners.

FROM TOWARDS

1.	2.	3.	4.	5.
a. Conveys a feeling of importance to each child.	a. Uses positive reinforcement techniques.	a. Promotes communication between learners and staff.		

Others to be negotiated and goals to be determined:

7.00 AREA OF COMPETENCE: Learner Relations

7.10 POSITION: Intern and Assistant to the Teacher

7.102 STATEMENT OF COMPETENCY: Listens to, considers and draws out opinions and ideas of learners.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Talks with learners and listens to them.	a. Interacts with learners individually and collectively.	a. Asks learners evaluative questions to determine ideas and opinions.		

Others to be negotiated and goals to be determined:

7.00 AREA OF COMPETENCE: Team Relations

7.10 POSITION: Intern and Assistant to the Teacher

7.103 STATEMENT OF COMPETENCY: Establishes rapport with learners.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Displays an open attitude toward learners.	a. Displays concern for learner's interests and needs. b. Is available and approachable to learners. c. Displays enthusiasm while working with learners. d. Displays tact, poise and confidence while working with learners.			a. Works with learners in determining tasks, goals and objectives that are positive.

Others to be negotiated and goals to be determined:

7.00 AREA OF COMPETENCE: Team Relations

7.10 POSITION: Intern and Assistant to the Teacher

7.104 STATEMENT OF COMPETENCY: Establishes and maintains learner-peer relationships.

FROM TOWARDS

1.	2.	3.	4.	5.
a. Makes observations of learner-peer relationships. b. Collects data by using items such as socio-gram.		a. Guides learner to make him more acceptable to peers. b. Helps learner to see himself as others see him. c. Changes seating arrangements to improve learner self-image and/or peer relationship.		a. Provides learner with situations that allow personal growth. b. Provides learner with feedback to show if behavior is improving.

Others to be negotiated and goals to be determined:

7.00 AREA OF COMPETENCE: Learner Relations

7.20 POSITION: Staff Teacher

7.201 STATEMENT OF COMPETENCY: Subgroups learners on the basis of learner relations data.

FROM

TOWARDS

1.	2.	3.	4.	5.
a. Uses learner relations data to make subgroups.	a. Places learners in learning activities where they are more likely to feel adequate and/or likely to achieve peer acceptance.	a. Places learner in situations that allow him to develop a more adequate self concept.		

Others to be negotiated and goals to be determined:

7.00 AREA OF COMPETENCE: Learner Relations

7.20 POSITION: Staff Teacher

7.202 STATEMENT OF COMPETENCY: Discusses learner's social and emotional development with parents.

FROM TOWARDS

1. 2. 3. 4. 5.

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a. Identifies the social and emotional development of learners.	a. Reports problems to parents and asks their help in resolving them. b. Sends home positive notes to parents.	a. Works with parents in resolving problems. b. Keeps parents informed of progress.

Others to be negotiated and goals to be determined:

7.00 AREA OF COMPETENCE: Learner Relations

7.20 POSITION: Staff Teacher

7.203 STATEMENT OF COMPETENCY: Evaluates learner's past behavior and his present performance.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Collects information on past performance and behavior of learners.	a. Reviews and interprets learner files to ascertain past records. b. Specifies new activities based on recorded data.		a. Adds useful information to learner files.	

Others to be negotiated and goals to be determined:

7.00 AREA OF COMPETENCE: Learner Relations

7.30 POSITION: Master Teacher-Instructional Strategist

7.301 STATEMENT OF COMPETENCY: Helps team to be sensitive to learner needs and concerns.

FROM TOWARDS

1.	2.	3.	4.	5.
a. Promotes interest in learner needs and concerns among staff members.	a. Listens to learners and responds to their concerns. b. Encourages team members to consider individual learners. c. Presents suggestions to the team for major regrouping to improve or maintain learner self-image.			a. Works with team in developing programs. to promote learner self-concept and reduce learner anxiety, and accepting learner feelings as meaningful.

Others to be negotiated and goals to be determined:

7.00 AREA OF COMPETENCE: Learner Relations

7.30 POSITION: Master Teacher-Instructional Strategist

7.302 STATEMENT OF COMPETENCY: Is attentive to individual learner's needs and concerns.

FROM TOWARDS

1.	2.	3.	4.	5.
a. Listens to learner's requests.	a. Is available for learner requested conferences. b. Diagnoses observable learner. behavior as needed for consulting. c. Relates learner concerns in a positive manner to individual team members and/or total team.	a. Provides experiences that help learners understand themselves better.		

Others to be negotiated and goals to be determined:

PART FOUR

DIRECTOR OF INSTRUCTION AND RESEARCH

The Director of Instruction and Research is expected to exert major influence on the instruction program. His role is expanded over that of the traditional principal. His job includes staffing, curriculum development, pupil personnel administration, school-community relations and school business administration skills.

Staffing refers to consideration of the personnel who plan and provide the learning activities afforded to pupils by the schools. Tasks involved in staffing involve the determining of staffing needs, selecting staff, assessing the proficiency of personnel and assessing professional growth needs. Certain competencies are required to carry out the staffing tasks.

1.01 Deployment of professional and paraprofessional staff based upon assessment data is one of these skills.

1.02 Selecting personnel for positions within the differentiated staffing hierarchy.

1.03 Orienting new staff members.

1.04 Evaluating staff personnel and their effectiveness on the instructional team.

Curriculum development is the second area of concern. Curriculum development from an administrative point of view may be thought of as designing and developing the content and the learning experiences offered pupils by the school. Selecting outcomes (goals and objectives), selecting learning activities, organizing learning activities and evaluating the attainment of outcomes are all processes related to curriculum development. These four processes require conceptual, technical and human relations skills on the part of the administration. The competencies identified in this area are:

2.01 Establishing a structure to cooperatively develop statements of philosophy, goals and objectives, and interpreting these statements to the various publics.

2.02 Establishing a structure to consider curriculum issues with the professional staff.

2.03 Establishing an organizational structure that is consistent with the goals and objectives.

2.04 Assessing curriculum needs after considering pupils.

2.05 Suggesting alternative strategies to the instructional team based on needs.

2.06 Presenting new and innovative concepts.

2.07 Assists the professional staff in the interpretation of test scores.

2.08 Initiates curriculum changes that result from surveys, changes in state standards, etc.

2.09 Schedules instructional activities.

2.10 Suggests classroom organization that will facilitate instruction.

2.11 Assesses instructional material needs ard priorities within resource allocation.

2.12 Informs the staff of new materials.

2.13 Assesses physical plant needs as they relate to the instructional objectives.

2.14 Suggests alternatives to utilizing existing space and materials.

2.15 Assesses the curriculum structure and instructional program.

The next area the Director of Instruction and Research is involved with is Pupil Personnel Administration. This term refers to the provision of services that relate to student welfare, guidance. etc. Administratively, the coordination and referral to specialized personnel and community agencies for special help are tasks involved. Pupil Personnel

Administration also refers to discipline, guidance, pupil information and student relationships.

Four competencies are involved.

3.01 Maintaining adequate pupil behavior for learning (discipline).

3.02 Developing procedures for guidance activities within the school.

3.03 Collecting demographic data and pupil information.

3.04 Maintaining student relationships.

School and community relations is the next major area of concern. School community relations refers to establishing rapport with the parents of children served by the school. Two competencies have been identified.

4.01 Cultivates positive community attitudes.

4.02 Encourages parental involvement.

The final area the Director of Instruction and Research is involved with is the School Business Administration. This refers to those activities that maintain the physical environment of the school, provide for services extraneous to the areas of instruction, and provide the financial basis for operating the school.

Competencies identified in this area:

5.01 Assumes responsibility for maintenance of buildings

and grounds.

5.02 Implements food services program.

5.03 Develops effective finances.

5.04 Develops effective transportation plan.

"ASSESSMENT"

Assessment procedures for the Director of Instruction and Research are the same as those procedures specified for members of the differentiated staff except there will not be peer assessment.

The evaluation instrument consists of a series of competency statements with indicators of competency.

The indicators are listed at three levels along a continuum.

1. Level one has indicators that tend to indicate a minimum level of competency for the competency statement.

2. Level three indicators establish some criteria for acceptable performance in a normal administration setting.

3. Level five indicators indicate performances that extend the effectiveness of normal competencies.

Using the assessment system will require several steps.

1. The Director of Instruction and Research will make an initial assessment of himself. This can include selecting

additional indicators of competency. He will rate himself and record his assessment.

2. The Director of Instruction and Research will with the assistance of superordinates set goals as to where he would like to move on the continuum for each competency statement. He will record his goals for each competency statement. If at any time the Director of Instruction and Research wishes to modify or change his goals he may do so.

3. The Director of Instruction and Research shall do a self assessment to consider his progress every 60 school days. This assessment shall be recorded.

4. At the end of the school year superordinates will assess the Director of Instruction and together they will consider progress made during the year. Their joint assessment will be recorded.

A separate rating scale has been established for the Director of Instruction and Research. The top of the scale has spaces for the date of assessment and the same of the assessor. Space is provided at the top of the scale for the desired level of competence for each competency statement.

The scale has been coded for ease in scoring, Each

area of competence has been given a number. The digit to the left of the decimal point refers to the area of competence.

1.00 Staffing

2.00 Curriculum Development

3.00 Pupil Personnel Administration

4.00 School-Community Relations

5.00 School Business Administration Skills

Each statement of competency has also been numbered. The first and second places to the right of the decimal point have been reserved for the Statements of Competency. This provides for up to 99 Statements of Competency for each area of competence.

Each area of competence has been given a number, and each competency statement has also been given a number. The numbers on the rating scale correspond to the numbers given statements appearing in the description of the Director of Instruction and Research.

1.00 AREA OF COMPETENCE: Staffing

1.01 STATEMENT OF COMPETENCY: Deploys professional and paraprofessional staff based upon assessment data.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Assesses strengths and weaknesses of staff within instructional teams.		a. Assesses the need for support personnel.		

Others to be negotiated and goals to be determined:

1.00 AREA OF COMPETENCE: Staffing

1.01 STATEMENT OF COMPETENCE: Selects personnel for positions within the differentiated staffing hierarchy.

FROM TOWARDS

1. 2. 3. 4. 5.

---

a. Utilizes staff suggestions in the selection process.

a. Conducts interviews with prospective candidates.

Others to be negotiated and goals to be determined:

1.00 AREA OF COMPETENCE: Staffing

1.03 STATEMENT OF COMPETENCY: Provides for orientation of staff members.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Conducts pre-service activities to aid in assimilating new staff members.			a. Re-orients total staff to goals and objectives of the instructional program.	

Others to be negotiated and goals to be determined:

1.00 AREA OF COMPETENCE: Staffing

1.04 STATEMENT OF COMPETENCY: Evaluates staff personnel and their effect on the instructional program.

FROM TOWARDS

1. 2. 3. 4. 5.

---

a. Makes formal observations and evaluations of staff performances.

a. Documents evaluations and observations.

a. Maintains records of individual conferences.

Others to be negotiated and goals to be determined:

2.00 AREA OF COMPETENCE: Curriculum Development

2.01 STATEMENT OF COMPETENCY: Establishes a structure to cooperatively develop statements to the various publics.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Provides copies of statements of philosophy, goals and objectives.	a. Provides opportunities for the cooperative development of statements.	a. Interprets statements to the various publics through meeting, printed materials, etc.		

Others to be negotiated and goals to be determined:

2.00 AREA OF COMPETENCE: Curriculum Development

2.02 STATEMENT OF COMPETENCY: Establishes a structure for the consideration of curriculum issues with the professional staff.

FROM TOWARDS

1.	2.	3.	4.	5.
a. Holds cabinet meetings to consider curriculum issues.	a. Interprets various factors influencing curriculum.	a. Provides information regarding curriculum issues by means of presentations, written memos, etc.		

Others to be negotiated and goals to be determined:

2.00 AREA OF COMPETENCE: Curriculum Development

2.03 STATEMENT OF COMPETENCY: Establishes an organizational structure consistent with goals and objectives.

FROM TOWARDS

1. 2. 3. 4. 5.

---

a. Develops a structure contributing to goals and objectives.

Others to be negotiated and goals to be determined:

2.00 AREA OF COMPETENCE: Curriculum Development

2.04 STATEMENT OF COMPETENCY: Assesses curriculum needs after considering pupils.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Interprets school-wide and standardized test results to assess curriculum effort.	a. Assista in diagnosis of individual pupils.			a. Interprets data to staff that will be useful in assessing curriculum needs.

Others to be negotiated and goals to be determined:

2.00 AREA OF COMPETENCE: Curriculum Development

2.05 STATEMENT OF COMPETENCY: Suggests alternative strategies to instructional team based on needs.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Meets with team and suggests strategies.	a. Offers suggestions after formal observations.	a. Holds individual conferences with staff members.		

Others to be negotiated and goals to be determined:

2.00 AREA OF COMPETENCE: Curriculum Development

2.06 STATEMENT OF COMPETENCY: Provides staff with new and innovative concepts of organization.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Curculates books, papers, articles, etc.			a. Reports on organizational practices at instructional cabinet meetings.	

Others to be negotiated and goals to be determined:

2.00 AREA OF COMPETENCE: Curriculum Development

2.07 STATEMENT OF COMPETENCY: Assists the professional staff to interpret standardized tests.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Interprets data from standardized tests to the staff.			a. Makes assessments of the staff's ability to diagnose pupils.	

Others to be negotiated and goals to be determined:

2.00 AREA OF COMPETENCE: Curriculum Development

2.08 STATEMENT OF COMPETENCY: Initiates curriculum changes that result from surveys, changes in state standards, etc.

FROM TOWARDS

1. 2. 3. 4. 5.

---

a. Interprets surveys, etc. to the staff as a reason for curriculum change.

Others to be negotiated and goals to be determined:

2.00 AREA OF COMPETENCE: Curriculum Development

2.09 STATEMENT OF COMPETENCY: Involves staff in scheduling of instructional activities.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Uses information from the staff for scheduling.		a. Produces schedules acceptable to the staff.		

Others to be negotiated and goals to be determined:

2.00 AREA OF COMPETENCE: Curriculum Development

2.10 STATEMENT OF COMPETENCY: Suggests classroom organizations that will facilitate instruction.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Attends team meetings and suggests types of organization for classrooms.		a. Holds individual conferences with master teachers to suggest organizational schemes for classrooms.		

Others to be negotiated and goals to be determined:

2.00 AREA OF COMPETENCE: Curriculum Development

2.11 STATEMENT OF COMPETENCY: Assesses instructional material needs and priorities within resource allocation.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Makes staff aware of available resources and the need for establishing priorities.		a. Holds meetings of the instructional cabinet to discuss material needs.		

Others to be negotiated and goals to be determined:

2.00 AREA OF COMPETENCE: Curriculum Development

2.12 STATEMENT OF COMPETENCY: Keeps staff informed about new materials.

FROM 1.	2.	3.	4.	TOWARDS 5.
a. Has materials catalogues available.		a. Provides information to the staff and the instructional cabinet.		

Others to be negotiated and goals to be determined:

2.00 AREA OF COMPETENCE: Curriculum Development

2.13 STATEMENT OF COMPETENCY: Assesses physical plant needs as they relate to instructional objectives.

FROM TOWARDS

1. 2. 3. 4. 5.

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a. Makes staff aware of restrictions the physical plant may place on achieving certain instructional objectives.

a. Recommends modifications of facilities, when appropriate, to the director of facilities.

Others to be negotiated and goals to be determined:

2.00 AREA OF COMPETENCE: Curriculum Development

2.14 STATEMENT OF COMPETENCY: Suggests alternatives to utilizing existing space and materials.

FROM TOWARDS

1. 2. 3. 4. 5.

---

a. Holds staff meetings to make suggestions about utilizing existing space and materials.

a. Prepares written information for the staff to utilize existing materials and space.

Others to be negotiated and goals to be determined:

2.00 AREA OF COMPETENCE: Curriculum Development

2.15 STATEMENT OF COMPETENCY: Assesses the curricular structure and instructional program.

FROM

1.	2.	3.	4.	5.
a. Considers standardized test scores.	a. Evaluates the achievement of goals and objectives.	a. Provides staff with verbal and written appraisals		

TOWARDS

Others to be negotiated and goals to be determined:

3.00 AREA OF COMPETENCE: Pupil Personnel Administration

3.01 STATEMENT OF COMPETENCY: Maintains adequate pupil behavior for learning (discipline).

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Works with staff members on specific behavioral problems.	a. Confers with parents on student behavior problems.			a. Implements Board of Education policies on discipline.
b. Refers to school psychologists behavioral problems with emotional or social basis.	b. Refers parents to outside agencies when additional help is required.			

Others to be negotiated and goals to be determined:

3.00 AREA OF COMPETENCE: Pupil Personnel Administration

3.02 STATEMENT OF COMPETENCY: Develops procedures for guidance activities within the school.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Develops referral procedures for learning problems.		a. Confers with parents and other support personnel with the specific purpose of guidance.		

Others to be negotiated and goals to be determined:

3.00 AREA OF COMPETENCE: Pupil Personnel Administration

3.03 STATEMENT OF COMPETENCY: Collects demographic data and pupil information.

FROM TOWARDS

1.	2.	3.	4.	5.
a. Establishes systematic procedure to collect and record pupil data.	a. Establishes an accurate, update and complete system of permanent student records.	a. Gathers information concerning student in regards to family, community, interests, activities, etc.		

Others to be negotiated and goals to be determined:

3.00 AREA OF COMPETENCE: Pupil Personnel Administration

3.04 STATEMENT OF COMPETENCY: Develops Student Relationships

FROM TOWARDS

1. 2. 3. 4. 5.

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a. Establishes instructional program that develops peer relationships.

Others to be negotiated and goals to be determined:

4.00 AREA OF COMPETENCE: School-Community Relations

4.01 STATEMENT OF COMPETENCY: Cultivates Community Attitudes.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Communicates with the community through various channels (newspapers, booklets, papers, etc.).		a. Assesses community attitudes through questionnaires, opinion polls, etc.		

Others to be negotiated and goals to be determined:

4.00 AREA OF COMPETENCE: School Community Relations

4.02 STATEMENT OF COMPETENCY: Encourages parental involvement.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Works closely with the P.T.A. and other parent organizations.	a. Establishes programs for utilizing community volunteers. b. Establishes programs for parent visitation of classrooms.			a. Disseminates information that relates to the welfare and raising of children.

Others to be negotiated and goals to be determined:

5.00 AREA OF COMPETENCE: School Business Administration

5.01 STATEMENT OF COMPETENCY: Assumes responsibility for maintenance of buildings and grounds.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Requests repairs to building when needed.	a. Requests improvements to grounds when needed.	a. Suggests changes to the building to improve utilization.		

Others to be negotiated and goals to be determined:

5.00 AREA OF COMPETENCE: School Business Administration

5.02 STATEMENT OF COMPETENCY: Implements food services program.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Establishes a schedule for lunch program.	a. Supervises personnel associated with lunch program.			

Others to be negotiated and goals to be determined:

5.00 AREA OF COMPETENCE: School Business Administration

5.03 STATEMENT OF COMPETENCY: Develops Effective Finances.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Maintains accurate bookkeeping of student activity accounts.	a. Completes school purchases with the financial parameters of Board of Education allocations.	a. Prioritizes items for purchase.		

Others to be negotiated and goals to be determined:

5.00 AREA OF COMPETENCE: School Business Administration

5.04 STATEMENT OF COMPETENCY: Develops effective transportation plan.

FROM				TOWARDS
1.	2.	3.	4.	5.
a. Works cooperatively with transportation department in establishing schedules, stops, etc.	a. Establishes schedules for the supervision of students entering and exiting buses.			a. Implements policies concerning discipline on buses.

Others to be negotiated and goals to be determined:

INTERN AND ASSISTANT TO THE TEACHER
RATING SHEET

COMPETENCIES		Assessor and Date						
Diagnosis	1.00							
	1.101							
	1.102							
	1.103							
	1.104							
	1.105							
Prescription	2.00							
	2.101							
	2.102							
	2.103							
	2.104							
Implementation	3.00							
	3.101							
	3.102							
	3.103							
	3.104							
	3.105							
Evaluation	4.00							
	4.101							
Learning Center Management	5.00							
	5.101							
	5.102							
	5.103							
	5.104							
	5.105							
	5.106							
	5.107							
Team Relations	6.00							
	6.101							
	6.102							
	6.103							
	6.104							
Learner Relations	7.00							
	7.101							
	7.102							
	7.103							
	7.104							

STAFF TEACHER
RATING SHEET

COMPETENCIES		Assessor and Date						
Diagnosis	1.00							
	1.201							
	1.202							
	1.203							
	1.204							
	1.205							
	1.206							
Prescription	2.00							
	2.201							
	2.202							
	2.203							
	2.204							
	2.205							
Implementation	3.00							
	3.201							
	3.202							
Evaluation	4.00							
	4.201							
	4.202							
	4.203							
	4.204							
	4.205							
Learning Center Management	5.00							
	5.201							
	5.202							
	5.203							
	5.204							
Team Relations	6.00							
	6.101							
	6.102							
	6.103							
	6.104							
Learner Relations	7.00							
	7.201							
	7.202							
	7.203							

MASTER TEACHER-INSTRUCTIONAL STRATEGIST
RATING SHEET

COMPETENCIES		Assessor and Date						
Diagnosis	1.00							
	1.301							
	1.302							
	1.303							
Prescription	2.00							
	2.301							
	2.302							
	2.303							
	2.304							
	2.305							
	2.306							
Implementation	3.00							
	3.301							
	3.302							
Evaluation	4.00							
	4.301							
	4.302							
	4.303							
Learning Center Management	5.00							
	5.301							
	5.302							
	5.303							
	5.304							
	5.305							
Team Relations	6.00							
	6.101							
	6.102							
	6.103							
	6.104							
	6.301							
	6.302							
	6.303							
	6.304							
Learner Relations	7.00							
	7.301							
	7.302							

DIRECTOR OF INSTRUCTION AND RESEARCH
RATING SHEET

COMPETENCIES		Assessor and Date						
Staffing	1.00							
	1.01							
	1.02							
	1.03							
	1.04							
Curriculum and Development	2.00							
	2.01							
	2.02							
	2.03							
	2.04							
	2.05							
	2.06							
	2.07							
	2.08							
	2.09							
	2.10							
	2.11							
	2.12							
	2.13							
	2.14							
	2.15							
Pupil Personnel Administration	3.00							
	3.01							
	3.02							
	3.03							
	3.04							
School-Community Relations	4.00							
	4.01							
	4.02							
School Business Administration	5.00							
	5.01							
	5,02							
	5.03							
	5.04							